

THE EFFECTIVENESS OF PICTURE WORD INDUCTIVE MODEL ON STUDENTS' WRITING ABILITY ON DESCRIPTIVE TEXT

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Abstract. Writing is inherently challenging due to its complex process, especially when done in a foreign language. However, its practical purpose makes it important to learn. Kurikulum Merdeka, Indonesia's latest curriculum, addresses this by including English writing in the 7th-grade curriculum, focusing on descriptive text. Previous studies show that the Picture Word Inductive Model is more effective than lecture-based learning in enhancing descriptive writing ability. However, its effect compared to other strategies remains underexplored. This research aims to study whether or not there is a difference between the use of the PWIM and the Guiding Question Strategy on 7th-grade students' descriptive writing ability. Using a quasi-experimental design, the sample were taken through purposive sampling from two intact class consisting of 66 students at SMPN 1 Banjarmasin. Data from pre-test and post-test analyzed using an independent samples t-test through SPSS 25. Results showed a significant difference ($\text{sig} = 0.02$), suggesting that there is a difference between the PWIM and the Guiding Question Strategy on 7th-grade students' descriptive writing ability at SMPN 1 Banjarmasin. However, attention to grammar and mechanics is recommended to enhance its effectiveness further.

Keywords: descriptive writing, guided question strategy, pwim

INTRODUCTION

Mc Shane & Glinow in (Wang et al., 2016) asserted that ability refers to both the natural aptitudes and acquired capacities required to successfully complete a task. Natural aptitudes are inherent abilities that an individual possesses, including intelligence, creativity, and physical attributes. While acquired capacities, are skills and knowledge that are learned through experience, education, and training. Writing is a challenging subject to learn especially for non-native speaker of the target language. This is in line with the difficulties faced by non-native speaker in learning foreign language that are influenced by a number of variables, including the aptitude, drive, surroundings, routines, and prior experience learning foreign languages (Hibatullah, 2019). Writing ability is someone's capacity to clearly communicate their ideas thoughts, and feelings through written product in various forms as a result of individual's cognitive process, talent, experience, and prior knowledge. English Writing is considered difficult by students because they are worried about the use of punctuation, spelling, pronunciation, grammar, vocabulary, structure, and other influential factors (Syifa et al., 2022). Rismadewi (2021) also discovered that students' writing tend to have errors due to varius factors, confirming that writing is an effortful process that involves a complex series of steps in its execution.

The process of writing started by brainstorming, organizing thoughts, structuring ideas. These processes demand students' creativity in their cognitive activity. Richards and Renandya (2002:303) stated that the complexity in writing lies not only generating and organizing ideas, but also in translating the ideas into readable text. The process then requires students to choose appropriate vocabulary, construct grammatically correct sentences, and convey a coherent message to the intended audience. The intricate nature of writing as a productive language skill, frequently presents as a challenge for both students and educators in handling the subject matter. Hayes in (Weigle, 2002) asserted that, writing involves three main cognitive tasks: text interpretation, reflection, and text production. Not only are the three cognitive processes used in the drafting process, but they are also used in the revising process. Text interpretation involves creating internal representations from

linguistic and graphic input, such as listening, reading, and scanning graphics. Reflection is the process of creating new internal representations from existing ones. Finally, text production involves creating new linguistic or graphic output from internal representations. In other words, when writing something, the writer first interprets the received information, then reflect on it to create new ideas, and finally produce a written or graphic output based on our internal representations.

Regardless the complexity, writing is one of the most important skills in language learning. It holds significant importance in interaction and communication as a means of ideas and emotions exchange as well as conveyance of creative thoughts and feelings in written form (Oktaviani, 2019). In addition, writing also proven to be valuable in practical scenarios. As stated by Durga and Rao (2018), writing is essential for creating technical documents, conducting research and presenting accurate information. It plays a vital role in job hunting, facilitating the preparation of presentations, reports, and more. Furthermore, it contributes significantly to enhancing one's communication skills. Therefore, writing should be taught in schools to support the students' future career.

Kurikulum Merdeka as the latest national curriculum aimed the Junior High Schools students to be able to produce structured written and visual texts in English with a more diverse vocabulary. SMPN 1 Banjarmasin, as a school implementing this curriculum need to teach their students narrative, description, procedural, special texts (short messages, advertisements), with the use of authentic texts are as the primary reference. In this case, the 7th grade class is focusing on descriptive text. A descriptive text is a type of writing used to depict real objects such as people, places, or things. Its purpose is to enhance the reader's comprehension of the subject by providing a detailed account (Fitriani et al., 2019). Descriptive text typically comprises two main elements: identification, which involves introducing the object to be described, and description, which provides a thorough portrayal of it (Damayanti, 2022).

In Shanorra et al. (2021), Jacobs identifies five critical components in writing. They are: Content, organization, vocabulary, language use/grammar, and mechanics. Content in writing refers to the information the writer aims to convey, ensuring relevance, clarity, and focus on the topic at hand (Brown, 2000). Organization pertains to the logical arrangement of ideas and supporting sentences in a coherent manner, with each paragraph having a clear topic sentence, supporting details, and a concluding sentence (Hogue, 2014; Oshima & Hogue, 2006). Language use involves correct grammar, including the proper arrangement of words, verb-noun relationships, and sentence structure, to convey ideas effectively (Brown, 2000; Hogue, 2014). Vocabulary is the set of words used to communicate ideas and is essential for precise, engaging writing (Alqahtani, 2015). Mechanics refers to correct capitalization, punctuation, and spelling, which are crucial to avoid misunderstandings and ensure clarity (Hogue, 2014; Brown, 2000; Harmer). All these components contribute to effective and clear writing.

The implementation of the Kurikulum Merdeka in learning provides flexibility for teachers in designing the flow of learning objectives and structuring descriptive writing lessons and assessments. This allows teachers to tailor the learning flow and achievement standards, taking into account students' abilities and common challenges in the descriptive writing subject matter. One way that teachers can teach descriptive writing is by using the Picture Word Inductive Model in class. The Picture Word Inductive Model is an instructional strategy guided by teachers. In this strategy, teacher guide students in the exploration of words through pictures, expanding their sight-reading and writing vocabulary. Students also develop phonetic and structural principles, and ultimately, they use observational skills and logical thinking to analyze and enhance their writing (Joyce et al., 2009).

The Picture Word Inductive Model offers a dynamic and structured strategy to teaching writing by engaging students through visual stimuli and interactive labeling (Yuniarsih & Saun, 2014). As Calhoun (1999) and Meifira and Syarif (2019) describe, this model encourages students to examine pictures and identify objects, labeling them with words or phrases. This process not only expands their vocabulary but also gradually guides them from forming simple sentences to constructing well-developed paragraphs. The strategy is particularly effective in helping teachers strengthen students' vocabulary and provide a foundation for creating grammatically accurate sentences (Jumariati et al., 2021). Moreover, Calhoun (1999) highlights how PWIM connects oral language with written

expression, allowing students to link shared meanings through words, which enhances their writing abilities.

The choice of picture plays a critical role in this process, acting as both a stimulus and a source of inspiration for students' writing (Ermita et al., 2019). Meliasari (2018) emphasizes that the richness of the image directly influences the quality of students' written content, making it essential to select pictures that are both meaningful and engaging. While the method has shown notable improvements in descriptive writing (Riyadi et al., 2017), occasional challenges in grammar and mechanics may arise as students refine their understanding of the approach. Nevertheless, Calhoun (1999) notes that labeling pictures promote a sense of confidence and belonging, encouraging active participation and collaboration during class activities. By intertwining visual learning with structured writing development, PWIM effectively supports students' growth as writers while making the learning process more engaging and interactive.

Several previous studies, including those by Suraya et al. (2017), Meliasari et al. (2018), Sari & Santika (2020), Patmawati et al. (2021), and Rachel & Malmi (2022), have shown that PWIM has positive effect on students' writing across various educational levels and regions, making it advised model for teaching descriptive writing in Junior high school. However, most of these studies were conducted in schools implementing older curricula and primarily compared PWIM with lecture-based strategies. In this study, PWIM will be compared with the Guided Question Strategy, which, like PWIM, is student-centered and inquiry-based. Nunan (1992) described the Guided Question Strategy as a teaching where encouraged students to answer a series of targeted questions to guide their writing process. These questions encourage critical thinking and idea development, making it a comparable alternative to PWIM for teaching writing.

The Guided Question Strategy is a structured strategy to teaching writing that uses targeted questions to guide students through the writing process. According to Nunan (1992), this strategy involves asking a series of questions designed to help students think critically and develop their ideas for writing. Wilhelm (as cited in Noviarti & Adnan, 2019) described these guiding questions as a framework that directs students toward understanding a given topic, often employing WH questions—such as what, why, when, where, who, and how—to help students explore their ideas systematically. Similarly, Traver (as cited in Suryani et al., 2020) emphasized that guided questions are fundamental queries that facilitate a deeper search for understanding, enabling students to organize their thoughts more effectively.

The implementation of this strategy typically begins with the teacher explaining descriptive text and the concept of guided questions. Students are then guided to gather ideas, create descriptive texts using the strategy, present their work, and receive feedback through a collaborative review process (Hariyanto, 2018). Gould (as cited in Hariyanto, 2018) highlighted that this approach helps students move from observing simple physical details to uncovering more complex aspects of a topic, encouraging them to reevaluate their understanding and generate materials for writing. Additionally, Yulia, Rufinus, and Lufita (as cited in Hariyanto, 2018) found that guided questions significantly assist students in producing more extensive writing compared to situations with minimal or no prompts. Muhtar et al., (2020) observed that students taught using this method showed marked improvements in their writing and displayed increased enthusiasm for writing tasks. However, as Pertiwi (2013) and Drew (2023) have noted, the strategy's impact can depend on the context and individual student characteristics.

It is important to conduct a quasi-experimental study to find out whether or not there is a difference between the use of the PWIM and the Guiding Question Strategy on 7th-grade students' descriptive writing ability. The novelty of this research is that it applies the Guided Question Strategy in the control class, with students' texts evaluated based on curriculum requirements, considering aspects such as content, organization, grammar, vocabulary, and mechanics. Furthermore, the study will be carried out with a different population and setting from previous research, focusing on 7th-grade students at SMPN 1 Banjarmasin, a school currently implementing the latest national curriculum. The objective of this research is to study whether or not there is a difference in the writing ability of descriptive text between 7th-grade students at SMPN 1 Banjarmasin who were taught by using the Picture Word Inductive Model and who were taught using the Guided Question Strategy.

RESEARCH METHOD

This research adopted a quantitative approach with a quasi-experimental design to examine the cause-and-effect relationship between the independent variable (treatment) and the dependent variable (writing ability). The design employed a nonrandomized control group pretest-posttest format, involving two intact classes as the experimental and control groups (Ary et al., 2019).

This research was conducted at SMP Negeri 1 Banjarmasin, located at Jalan Batu Tiban No. 23, Komplek Mulawarman, Kota Banjarmasin, Kalimantan Selatan. The population of this study consisted of all 7th-grade students at SMP Negeri 1 Banjarmasin in the academic year 2023/2024, totaling 351 students. Purposive sampling was used to select the sample, which included two intact 7th-grade classes: VII-E and VII-F. Both of the classes had similar average scores on the latest English exam, with a difference of only 1.2 points and were taught by the same teacher. These classes were also exhibited homogeneity in their pre-test writing ability, with a significance value of 0.396 (greater than 0.05). The groups were assigned randomly, resulting the VII-F as the experimental group and VII-E as the control group.

The instrument of this research was in the form of written tests, specifically pre-test and post-test, to assess the students' writing ability on descriptive text. The pre-test measured the students' initial writing ability, while the post-test assessed their writing ability after the treatment. The instrument used in this study was validated by an expert in the field, who confirmed that it was aligned with the learning outcomes of Kurikulum Merdeka and suitable for the subject matter. Following table depicted the prompt used in the instrument.

Table 1. Instrument Prompt

No.	Background		
1	Subject	English	
2	Level	7 th grade (Phase D)	
3	Genre	Descriptive text	
4	Length	One paragraph	
5	Time allocation	40 minutes	
6	Form	Handwritten	
Statement			
➤ Write your full name, class, and the date clearly! ➤ Choose one of the topics ➤ Write a paragraph about the topic you’ve chosen, don’t forget to provide identification and description in your paragraph. ➤ Pay attention to your grammar, vocabulary, capitalization, spelling, and punctuation. ➤ You have 40 minutes to finish this task			
Scoring Criteria			
English for Nusantara VII: Teachers’ Guidebook (Damayanti, 2022)			
Scope of the test	Aspects	Specification	Score
Writing	Genre	The students’ ability to write content in accordance to its social purpose.	1-4
	Text Structure	The students’ ability in organizing the idea trough stages (identification and description)	
	Accuracy	Students’ ability to write following accurate grammatical rule (simple present).	
	Vocabulary	Students’ ability to use variety of topic-related words accurately.	
	Mechanics	The use of appropriate capitalization, spelling, and punctuation.	
$Final\ score = \frac{Total\ point}{Maximum\ point} \times 100$			

Inter-rater reliability was employed to confirm the reliability of the instrument. The test scores were independently estimated by multiple raters to make sure the scores accuracy and to keep subjectivity out of the equation (Wang, 2009). The reliability was tested based on the pre-test and post-test results of 33 students from a class that was not part of the experimental or control groups. The reliability was tested through the calculation of Cronbach's Alpha Coefficient, resulting in values of 0.983 for the pre-test and 0.976 for the post-test, indicating high reliability based on the following interpretation (Kilic, 2016).

Table 2. Alpha Value Reliability Interpretation

Cronbach's Alpha Value	Reliability
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The data collection process in this research was conducted over six meetings: one for the pre-test, four for the treatment sessions, and one for the post-test. The pre-test was administered to both the experimental and control groups to assess their initial descriptive writing ability before the treatment. The same handwritten test was given to both groups. The treatment phase took place over four sessions for both groups. The experimental group was taught using the Picture Word Inductive Model, while the control group was taught using the Guided Question Strategy, following the prepared lesson plans. After the treatment phase was completed, a post-test was administered to both groups to evaluate the effect of the treatments on their descriptive writing ability.

The data collected in this study were analyzed using two types of statistical analysis: descriptive statistics and inferential statistics. Descriptive statistics were used to summarize the data from both the experimental and control classes, focusing on the mean scores of the pre-test and post-test. This provided an overview of the average performance in each group. Inferential statistics were employed to conduct hypothesis testing, independent samples t-tests to determine whether there is a significant difference between the experimental and control groups.

This study uses four stages of inferential statistics. The four stages of testing are normality test, and t-test SPSS 25, following the guidelines outlined by Ambarini et al. (2022). Normality test was used to determine whether the data followed normal distribution or not. This was crucial because the hypothesis testing with independent samples t-test assume that the data was normally distributed. If the data significantly deviates from normality, the alternative non-parametric method may be required. If the value of Sig. > 0.05 , the data is considered normally distributed. Meanwhile, if Sig. < 0.05 , the data is not considered normally distributed.

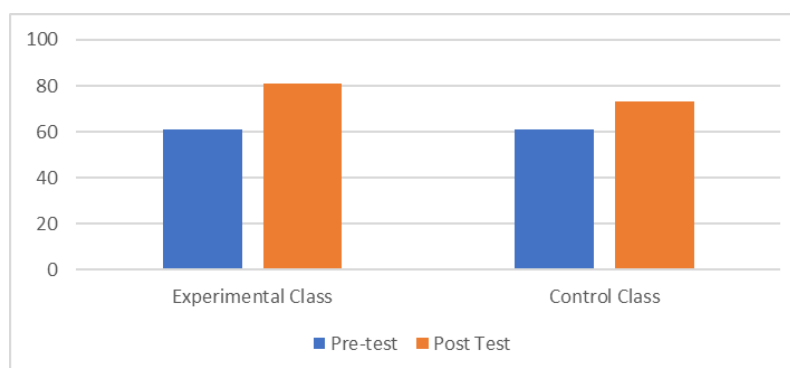
Independent sample t-test was a process to compare the means of two groups and determine whether they are different from each other, this test was used to test the hypothesis or a preliminary statement regarding the expected research outcomes. There are two hypotheses in this research namely Null Hypothesis (H_0) and Alternative hypothesis (H_a). The Null hypothesis H_0 was, there is not any difference on the descriptive writing ability among students taught using the Picture Word Inductive Model compared to the Guided Question Strategy of 7th grade students at SMPN 1 Banjarmasin; the Alternative hypothesis (H_a) was, there is a difference on the descriptive writing ability among students taught using the Picture Word Inductive Model compared to the Guided Question Strategy of 7th grade students at SMPN 1 Banjarmasin. If the value of Sig. (2-tailed) < 0.05 . H_0 is rejected and H_a is accepted. Meanwhile, if the value of If the value of significance > 0.05 . H_0 is accepted and H_a is rejected. $e > 0.05$. H_0 is accepted and H_a is rejected.

RESULT AND ANALYSIS

1.1 Research Findings

1.1.1 Descriptive statistics

The pre-test scores were obtained before the students taught using the treatment, while the post-test scores were obtained after the treatment was completed. The data of pre-test and post-test score of the gathered from both experimental and control class can be seen in the chart as follow.

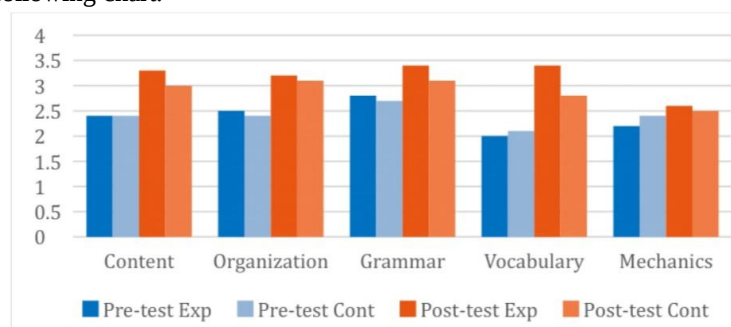


Picture 2. Pre-test and Post-test Score of Both Classes

Pre-test and Post-test Score of Experimental Class. The data obtained from the test results of 33 students in this class showed an average pre-test score of 61.2, with the lowest score being 25 and the highest score being 95. For the post-test scores, this class achieved an average of 80.8 with the lowest score being 60 and the highest score being 97.5.

Pre-test and Post-test Score of Control Class. The data obtained from the test results of 33 students in this class showed an average pre-test score of 61.2, with the lowest score being 25 and the highest score being 95. For the post-test scores, this class achieved an average of 80.8 with the lowest score being 60 and the highest score being 97.5.

Besides the scores obtained from the summation, each component of descriptive writing, namely content, organization, grammar, vocabulary, and mechanics, were also analyzed to reveal the average score for each writing components in the pre-test and post-test in this class. The result is shown in the following chart.



Picture 2. Components score of Both Classes

Pre-test and Post-test Score of Experimental Class. The data obtained from the writing component analysis of 33 students in the experimental class showed the following average pre-test scores: Content 2.4, Organization 2.5, Grammar 2.8, Vocabulary 2.0, and Mechanics 2.2. Meanwhile for the post-test scores, the averages were Content 3.3, Organization 3.2, Grammar 3.4, Vocabulary 3.4, and Mechanics 2.6.

Pre-test and Post-test Score of Control Class. The data obtained from the writing component analysis of 33 students in the control class showed the following average pre-test scores: Content 2.4, Organization 2.4, Grammar 2.7, Vocabulary 2.1, and Mechanics 2.4. For the post-test scores, the averages were Content 3.0, Organization 3.1, Grammar 3.1, Vocabulary 2.8, and Mechanics 2.5.

1.1.2 Inferential Statistic

Normality Test. The researcher conducted a normality test prior to data analysis to determine whether the research data followed a normal distribution. Kolmogorof-Smirnov test through SPSS 25 was used for this analysis. Following are the results.

Table 3. Result of Pre-test and Post-test Score Normality Testing

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Student's Score	Experimental Pre-test	.072	33	.200 [*]	.987	33	.958
	Control Pre-test	.114	33	.200 [*]	.960	33	.267

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Student's Score	Experimental Post-test	.113	33	.200 [*]	.966	33	.372
	Control Post-test	.124	33	.200 [*]	.961	33	.282

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

It showed that the Kolmogorof-Smirnov significance value of both experimental and control class pre-test score was greater than 0.05. Specifically, experimental class score was valued 0.200 and the control class score was 0.200. Therefore, It can be concluded that the pre-test score data followed a normal distribution. The significance value of both experimental and control class post-test score was also greater than 0.05. Specifically, experimental class score was valued 0.200 and the control class score was 0.200. Therefore, it can be concluded that the post-test score data exhibited a normal distribution.

Independent samples t-test. After testing the normality of the data, the researcher tested the data with independent samples t-test using SPSS 25. Since the data followed normal distribution, researcher use independent samples t-test to test. Following is the result of the data testing.

Table 4. Independent Samples t-test Result

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student's Score	Equal variances assumed	.548	.462	3.155	64	.002	7.5000	2.3770	2.7513	12.2487
	Equal variances not assumed			3.155	63.131	.002	7.5000	2.3770	2.7501	12.2499

The test result showed the Sig. (2-tailed) value of 0.02 which was lower than 0.50. The result was able to reject the null hypothesis (Ho), hence the alternative hypothesis (Ha) was accepted. Therefore, There is a difference in the writing ability of descriptive text between 7th-grade students at SMPN 1 Banjarmasin who were taught by using the Picture Word Inductive Model and who were taught using the Guided Question Strategy.

1.2 Discussion

This research aimed to study whether or not there is a difference in the writing ability of descriptive text between 7th-grade students at SMPN 1 Banjarmasin who were taught by using the Picture Word Inductive Model and who were taught using the Guided Question Strategy. The hypothesis testing trough independent samples t-test shows the acceptance of the alternative hypothesis (Ha). The result

confirmed that there is a significant difference in the descriptive writing ability between these two classes. This finding supported the previous which showed significant difference between the descriptive writing ability of the students who were taught by using the Picture Word Inductive Model and who were taught using conventional way (Suraya et al., 2017; Sari & Santika, 2020; Patmawati et al., 2021; Rachel & Malmi, 2022).

The results in the experimental class demonstrate the effectiveness of the Picture Word Inductive Model in supporting students' writing ability in descriptive texts. According to Nazulfa (2024), this strategy brings a sense of connection within the classroom community, allowing students to actively participate in activities. The use of pictures in the model not only captures students' interest but also helps them engage with the lesson effectively, leading to better writing performance. Calhoun (1999) highlighted that labeling pictures related to the topic encourages a sense of belonging and boosts students' confidence in class participation.

However, one student demonstrated the ability to write extensively but frequently used the simple past tense incorrectly, making the text resemble a recount rather than a descriptive text. This focus on describing places based on imagined experiences aligns with Rismadewi's (2021) observation that grammar inaccuracies in descriptive writing often result from overgeneralization. Students may incorrectly apply grammatical rules, assuming they are universally applicable across genres.

Additionally, some students primarily focused on naming visible objects in the picture, which led to a lack of depth in their descriptions. Instead of crafting detailed, vivid descriptions, the texts consisted mainly of straightforward statements about identifiable objects. This outcome reflects the instructional nature of the Picture Word Inductive Model, which, as noted by Calhoun (1999) and Meifira & Syarif (2019), emphasizes developing sight vocabulary by engaging students in identifying items from pictures and progressing from short sentences to more elaborate paragraphs. These suggest that while the strategy facilitated certain aspects of descriptive writing, it might not have been equally effective for all students. Moreover, a study by Riyadi et al. (2017) found that the Picture Word Inductive Model had an effect on students' descriptive writing ability, although some mistakes were still observed in grammar, vocabulary, and mechanics, often attributed to student confusion.

In comparison, the results in the control class align with the advantages of the Guided Question Strategy as outlined by Gould in Hariyanto (2018). This strategy aids students in progressing from observing simple physical details to identifying other relevant details related to a topic and its environment. It also encourages students to reevaluate their understanding of the topic, view it from different perspectives, and effectively generate ideas for writing. However, the Guided Question Strategy also presented challenges in its application. Similar to findings by Pertiwi (2013), some students faced difficulties and errors in writing, with certain students producing shorter and simpler texts after the treatment. Drew (2023) notes that guided questions can sometimes limit creativity and steer students toward predetermined conclusions, shaped by the teacher's implicit biases. This restriction may have resulted from students concentrating too much on answering the guiding questions, thereby narrowing their scope for elaboration and deeper idea development. Additionally, the number and design of the questions may have influenced the outcomes. Yulia, Rufinus, and Lufita in Hariyanto (2018) emphasize that guided questions can assist students in writing more extensively when prompts are used effectively. Thus, providing a greater variety of well-designed guiding questions and encouraging students to elaborate on their answers can help support their writing process and result in more comprehensive texts. Each strategies found to have limitations that highlight the need for careful adaptation and support to address individual student needs. In summary, while both strategies were effective in enhancing students' descriptive writing, each strategies has limitations that highlight the need for careful adaptation and support to address individual student needs. However, the Picture Word Inductive Model demonstrated a greater effectiveness on overall writing ability.

The Picture Word Inductive Model also revealed the effectiveness on different components of writing, namely content, organization, grammar, vocabulary, and mechanics. Content refers to the information that the writer conveys to their audience, and it should be relevant, clear, and focused on the topic. Meliasari (2018) suggested that the richness of the picture used in the classroom when implementing the Picture Word Inductive Model influences the content of students' writing. The

more information a picture contains, the more it stimulates students' thinking and ideas, aiding them in creating sentences. Students were able to gather ideas and inspiration to write a descriptive text after observing the picture and its elements, as the picture provided a stimulus for their writing (Ermita et al., 2019). Similar to previous studies, students initially struggled with writing a descriptive text with relevant details, but after receiving instruction through the Picture Word Inductive Model, their post-test texts were more developed and focused on the topic (Suraya et al., 2017; Rachel & Malmi, 2022).

Organization refers to the structure and coherence of writing, ensuring that ideas are logically arranged and flow smoothly. Students taught using the Picture Word Inductive Model showed noticeable effect on the organization of their writing. This aligns with the findings of Rachel & Malmi (2022), who found that students initially struggled with organizing their ideas but demonstrated better organization after using the Picture Word Inductive Model. Grammar, which refers to the rules of word arrangement and sentence structure, was another area effected by the use of the Picture Word Inductive Model treatment. It helped students recognize the relationship between oral language and writing, supporting the composition of sentences with proper grammar (Calhoun, 1999). Jumariati et al. (2021) also highlighted that the Picture Word Inductive Model strengthens students' vocabulary and guides them in composing correct sentences. The teacher's guidance in addressing grammar played a significant role in supporting students' writing development.

Vocabulary, referring to the set of words students use to compose sentences, was also influenced by the treatment. During the Picture Word Inductive Model instruction, students identified pictures and labeled related vocabulary (Suraya et al., 2017; Rachel & Malmi, 2022). This direct interaction with vocabulary through the identification of visible objects in pictures contributed to the development of sight vocabulary and helped students progress from short sentences to longer paragraphs (Calhoun, 1999; Meifira & Syarif, 2019). Compared to other components of writing, mechanics which includes spelling, punctuation, and neatness, showed lower effect after the treatment. Students' spelling mistakes decreased as they learned the correct spelling of words by labeling shown pictures. They learned to write the words with correct spelling because they also saw the letters when labeling the picture being shown. Consequently, they know how to write the names of all the objects in the picture correctly (Monika, 2017). However, similar to previous studies (Suraya et al., 2017; Rachel & Malmi, 2022), there were still some errors in capitalization, punctuation, and spelling, indicating that teachers should specifically address these areas in writing classes when using the Picture Word Inductive Model.

CONCLUSION

This this research demonstrated that the Picture Word Inductive Model had a positive effect on the descriptive writing ability of 7th-grade students at SMPN 1 Banjarmasin compared to the Guided Question Strategy. The results confirmed that there was a notable difference in students' writing abilities, with the PWIM proving to be more effective where students exhibit the better performance on various aspects of writing, including content, organization, grammar, vocabulary, and mechanics. However, both strategies also exhibited limitations. The Guided Question Strategy, while aiding in guiding students' thoughts, sometimes limited creativity and depth in students' writing due to an overfocus on answering specific questions. Additionally, challenges such as grammar and mechanics inaccuracies were still observed in both classes, indicating that careful adaptation and support are needed to fully benefit from these strategies.

Teachers are encouraged to integrate the Picture Word Inductive Model into their instructional practices for teaching descriptive writing, while also being mindful of its limitations. It is essential to address specific areas such as grammar and mechanics during its implementation to ensure that students fully benefit from the strategy. To optimize the learning experience, teachers should adapt their teaching methods to cater to the diverse students' need, ensuring that all learners can engage meaningfully with the content. Students should also be encouraged to actively participate in the

learning process, seek feedback, and ask questions to deepen their understanding and strengthen their writing ability.

For future research, it is suggested to explore students' perceptions of both Picture Word Inductive Model and the Guided Question Strategy. Gaining insights into students' views can provide a deeper understanding of how each strategy engages students and affects their writing process. Additionally, future studies could compare the effectiveness of these strategies with other instructional strategies to offer a broader perspective on enhancing students' descriptive writing ability.

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